DOCUMENT RESUME

ED 172 444 EA 011 884

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TITLE Developing Women's Programs.
INSTITUTION Massachusetts Univ., Amherst. Everywoman's Center.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
PUB DATE 78
NOTE 45p.
AVAILABLE FROM EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 ($0.75, plus 20% of the cost of the materials to cover shipping; all orders under $20 must be prepaid; all orders over $20 must be accompanied by payment or authorized purchase order)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Females; Feminism; Group Activities; *Needs Assessment; Objectives; *Program Development; Program Evaluation; Workshops
IDENTIFIERS *Womens Centers

ABSTRACT

The materials on program development presented here were originally developed as a component of a five-day training program of the Women's Educational Equity Project of the women's center at the University of Massachusetts, Amherst. The booklet's purpose is to provide users with explicit information on program planning and decision-making in a women's center or other organization. It begins by defining needs, including the process, importance, and ways of identifying needs. Whose needs to consider, when to identify needs, and criteria for writing a funding proposal are discussed in detail. Also discussed are program objectives and activities, including criteria for developing them and selecting methods. The document closes with a discussion of program evaluation. Rewards exist for incorporating at least some of these processes into a center's program planning, the booklet states. Benefits include preparation for defending a budget request and opportunities for liaison with groups sharing similar goals. (Author/LD)

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DEVELOPING WOMEN'S PROGRAMS

Kathryn L. Girard

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1978

Everywoman's Center
University of Massachusetts at Amherst

Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

EA 011 884

The materials on program development presented here were originally developed as a component of the five-day training program of the Women's Educational Equity Project of Everywoman's Center at the University of Massachusetts at Amherst. The curriculum was created and implemented by Kathryn Girard, who has adapted some of the materials into this format.

During the training, women from different women's centers worked on applying the various concepts and steps suggested here. It might be most effective if several members of a staff read the materials and did the exercises together as a way of understanding more completely the planning processes. This would provide more opportunities for discussion, application and testing than if the materials were read only by one person.

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Produced by Everywoman's Center, University of Massachusetts at Amherst, under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Distributed by Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

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DEVELOPING PROGRAMS: THE OVERALL PROCESS

The material in this section should sound familiar if you have been involved in developing programs through your women's center (or through another organization). What may be different here is that there will probably be more detail, and the various aspects and stages of planning and decision making will be more explicit.

Essentially, there are four major components in developing a program. These components are: (1) identifying the needs to be addressed; (2) determining objectives by clarifying what you want to accomplish; (3) selecting the activities you are going to make available to participants; and (4) developing ways of finding out if your program is accomplishing its objectives. These four components are interlocked so that decisions in each area influence or form the basis for decisions in the others. Graphically, they could be represented like this:

This approach to program planning emphasizes linear and rational idea development. What's true in real life, however, is that you can start anywhere, with interest, creativity and intuition guiding the way. Most of us don't start with needs, but with a good idea for an activity. Hopefully, if we're being thorough, once we've identified an activity we circle back and think,

"What would that accomplish?" Answering this question identifies outcomes for participants that should then lead us to question whether we'd be meeting a real need. What is important is to recognize that each of these pieces has to be connected to the others. No matter where you start you need to go through the steps involved in each separate component. A way of depicting this relationship among the components might be as follows:

All the parts are connected but not in any particular order.

For purposes of consistency and group work, the program development materials presented here approach the components in logical, deductive order. Each component is explained and application exercises provided. The sections should be studied and exercises completed in order.

NEEDS

To begin, it's important that there be a common definition. The definition used here is that a need is a deficiency--a lack of something that seems essential or important; a lack of something useful or desirable. Think of a need as a gap between the situation that exists and the situation we desire. It's the gap between what exists and what we want to exist that identifies a need.

For example, suppose that all the child care centers in our local area have very long waiting lists. That's the existing situation. What we desire is that child care should be available to any woman who needs it, whenever she needs it. Clearly we have a gap, a need. We can define the need as a lack of adequate child care facilities. Note that in defining the need no solution is proposed. Nothing in that description of the need suggests the solution to the problem. A misstatement of a need would be to say that all the child care centers in our area have long waiting lists and the desired situation is a new child care center. Saying that what we desire is a new child care center is to define a solution and not simply describe the situation that we think should exist.

A STATEMENT OF NEEDS DOES NOT SUGGEST HOW THE NEEDS CAN BE MET.

The point goes beyond being semantic. Once you start identifying solutions you begin to narrow your point of view. If you define the desired situation as a new child care center, then as soon as you achieve that your current situation should be changed. Yet a new child care center might not meet the need and you might still have long waiting lists. The emphasis here is to pay attention to your focus. If you focus too early on solutions you may miss key elements of the problem. There is also a tendency when the focus is on solutions to think that

if the solution is implemented, the need is met. This may or may not be true. If you keep defining things in terms of what is desired--the general situation--you're more likely to keep searching for the best solutions and to review your choices in terms of potential effectiveness. Obviously, there would be alternatives to creating a new child care center. Perhaps the existing centers could hire more teachers, expand their facilities or develop new schedules. Perhaps parent co-ops and play groups could help meet the need. If you define the desired situation as a new child care center, however, you might never explore these options. Avoiding solutions at this stage makes you look a little harder at alternatives and not leap to the most familiar approach to the existing situation. It's easiest to think about the process as exploring and answering a series of key questions. One question is, Who specifically are we talking about? In the child care situation are we talking about all children of all women--middle class/poor white women/third world, etc.? The point is to narrow the description of the need. If we're talking about a diverse group who share a common need, then differences within that group must be identified and considered. Information on the need relevant to each of the subgroups should be sought.

Another question is, Who has contributed to the need? Or, Who has created it? As a part of this question you might explore existing programs that are supposed to be meeting the need. A related question is, Who has helped to keep the situation the same? Obviously you wouldn't follow up all these, but it's useful to think of a range of questions to increase your understanding of the need and the context of that need.

Probably the most fundamental question is, What is the root of the problem? There is often a tendency to focus on an aspect of the problem without having fully examined or understood what's at the core. For example, assume that a community college in a rural area conducted a survey that revealed a high percentage of rural women were interested in some higher education. Concurrently, statistics from the admissions office showed that older women were very poorly represented

among the enrolled student population. Compared to the numbers of women who said they were interested, then, very few were showing up at the door. The existing situation could be that women express an interest and yet fail to enroll. The desired situation, on the other hand, is that all women who have an interest and feel they have a need for more education have access to it and can act on their interest. Before we can begin thinking about solution we need to begin examining the root of the problem. Course schedules may be inappropriate to women's life styles. Course content might be irrelevant to their lives--too academic. Are negative family attitudes the primary factor in their non-participation? Is their lack of enrollment essentially a matter of low self-esteem? Do they feel that they're not bright enough to come to college? You can't begin defining a program until you know more about the core of the nonresponse. The extent to which the program addresses what is really the problem is the extent to which the program will be likely to succeed. Generally, the importance of identifying and clarifying needs is to check to see that you're really addressing what is important.

Women's centers exist to meet needs. Sometimes we lose sight of that. Within a center the focus of our discussions often times turns to an exciting idea or what someone's interested in doing, instead of what would be effective in meeting critical needs (e.g., "I think assertiveness training is terrific," instead of "I think that the need we should be paying attention to is X and here is how we might meet it."). It is important to keep focused on the target group's needs. It may be important for every woman to develop her creative potential. But it may be more important for some women first to deal with a divorce, to obtain adequate child care, or any number of other things. The questions that need to be addressed include: What are the priorities? Are our programs really addressing what is important? It may be easy to create a library. A library may not address a critical need.

Ways of Assessing Needs

There are a variety of ways to assess needs. In this part we will explore questionnaires and surveys, direct demand, statistics, research and popular literature and needs creation.

Questionnaires and surveys are a common way of obtaining information. Considerations in developing a questionnaire concern distribution, language and the groups from whom you seek the information. You really have to pay attention to how you ask your questions. You can't simply ask women if they need a women's center. Many women don't have a clue as to what that is. Questions such as,. Do you need feminist therapy? or Do you wish there were feminist therapists available to you?, may not be useful with nonfeminists. Asking a series of structured questions--Have you had therapy in the past? What were the problems with that therapy?--may be more informative. The information obtained from these questions might enable you to conclude that the therapy available does not meet certain criteria, and it is not appropriate for women for specific reasons.

Another important consideration in surveys is who you ask. Sometimes it is hard to get a response from members of the actual target group. They might be hard to reach, suspicious or unable to articulate their needs. Instead, you can survey people from other agencies who work with the same population, or people in agencies that are working with the same problem with a different population. Very often these people will have a lot of information on the nature of the problem. Even if they are looking at it from a different perspective, chances are they will have some information that would be useful to you in understanding the depth or range of issues that come up in certain kinds of programs. Surveying anyone who has contact with the target group even if from a totally different program focus can be very helpful. So, it is not always a matter of directly interviewing the target population.

Another important way of identifying needs is through telephone requests for

information, referrals and help. If you have a telephone whose number is disseminated within a general area, you do begin to get a sense of needs by what people ask when they call you up. Knowing what the demands are can give you a sense of new program priorities.

There are lots of simple ways of keeping track of what comes over the telephone. A simple form kept by the telephone can log calls indicating what was wanted and what was suggested.

When Everywoman's Center was first starting there was no referral service. It didn't occur to the founders to create such a program. There was, however, a bulletin board. Women began putting signs on the board about gynecologists and lawyers. Some messages asked for a recommendation and others responded, with advice as to who was good, nonsexist and reasonable, and who should be avoided. Soon, women started calling for referrals and we were reading messages off the bulletin board. An informal system of recording the number of information/referral requests indicated that there was a large need that we had to meet more responsibly. So we created a real referral system and started keeping better track of the number of types of calls. We can document responding to over 7,000 referral requests each year. Our recording procedure tells us what questions are most frequently asked and pinpoints for us where we need additional information. It is powerful to have that kind of data when we are defending the program's budget.

Statistics are another source for determining needs. The more local the statistics, the better in terms of developing a program that is really on target. National statistics can be very skewed for a local region. For example, if you are developing a vocational job training program, you better make sure that you're providing training in skills for which there is a local job market. Statistics can be obtained from federal agencies such as the Department of Labor's Women's Bureau, from Census Bureaus, from city halls and city planning offices, and from national associations. For example, if you want to find out

how much is spent on football across college campuses, chances are that a group like the National College Athletic Association will already have collected those data.

Another approach is to find out who has already addressed a similar need or worked with the same population. If these agencies have had federal or state funding, they probably have a lot of demographic and descriptive information. Most institutions have an office that conducts institutional research. You should be able to obtain access to that office and their information. If you find that there is information that you need, that is not available in the local community or the university, then you can use this as a way of approaching campus administrators. You can request their help in working with you to see that the institutional researcher folks begin collecting the information you need.

Literature is another source of data on needs. There is a lot available in psychology, literature, educational research and sociological research that identifies and documents basic needs. You may not need to read research to be able to identify problems for women in this society, but such literature can be very powerful when you have it at your command to support what you understand to be a need.

Popular literature can also be useful in functioning to identify current and emerging issues. As difficult as Betty Friedan may be as a figure for some women in the Women's Movement, she aided numbers of women by naming a previously elusive problem in the Feminine Mystique. And naming a problem is a very valuable contribution because it enables people to say AH HAH! It is very hard to address a problem that has no name.

Another approach to identifying needs might be called "needs creation." Often a group can not articulate its needs. Also, you don't want to be put in the position of being able to legitimize only those programs where the target population is saying "this is what I want" and "this is my need." In those cases where you lack statistics, direct demand, or survey data or research findings you have to talk around the needs issue by talking about creating

the need. Actually the term is a misnomer. You are not creating a need, you are simply creating awareness of a need that exists; you are creating awareness among the group that has the unexpressed or unarticulated need. Nonfeminist women may not say they need a women's center but that doesn't mean that they won't use some of the programs. Sometimes you have to provide a service, advertise it and then you'll know if there is a real need or not by who walks through the door. Five years ago nobody would have said that what they needed was life planning. Who knew what life planning was? It was not a familiar concept and certainly was not talked about as a need. When Everywoman's Center started offering life planning and described workshops concerned with transitions in women's lives and learning how to take control of those transitions, more and more women started signing up for life planning. More and more women began to articulate that knowing how to plan one's life and handle those decisions and transitions was a need. But the need was not articulated until a program was offered in response to that need and the program then began to create the consciousness that the need existed.

IDENTIFY OR DOCUMENT NEEDS BY:

1. Surveying the target population or those familiar with that population or need
2. Recording and analyzing requests for services
3. Obtaining statistics
4. Reviewing research and academic and popular literature
5. Creating an awareness of a need.

Whose Needs Should You Address?

A major question is, Whose needs are you going to consider? Given that there are millions of women out there who have innumerable needs, you have to

make the critical decision as to whose needs have priority for you. In coming to that decision, there are several things to look at. One is simply which group is most important to you. What is likely to be true for all of us, though we may care about all women, is that some women's needs are going to come closer to our own hearts. Our motivation to address these needs will obviously be higher. That is something to take into consideration when deciding whose needs to address. A related question may be, Whose needs seem most crucial? Some are going to be more pressing than others. Some groups do seem to have greater or more immediate needs. You can look at which groups' needs are being addressed already by other agencies or services. That may influence your decision. Keep in mind, though, that answers to any of these questions do not make an automatic decision. For example, if you find that a group's needs are being addressed by four other agencies that doesn't mean you automatically reject that target population as your priority. These questions are aimed at guiding an information-gathering process so that you can make an informed decision. Which group are you most likely to be successful in reaching is an important question. Time, money, staff characteristics and politics, the institution's mission, the university's or college's goals are all considerations in selecting a target population. Again the answers only give you information to use in making a decision.

Selecting a Target Group: An Example

Assume that you are at a small liberal arts college. You and the four other women at the women's center are undergraduates, white and middle class, and consider yourselves to be radical feminists concerned with sexism, racism, imperialism, ageism and capitalism. At your women's center you have a film and speaker's series, and a library. The total budget is $2,000. Everyone works at the center as a volunteer. You are attending the first meeting of the year to decide around whose needs you are going to create programs for the year. The local paper has just printed an article on the condition of poor rural women in the area. What

seems to be the case is that there are major problems of poor health, inadequate heat and food, mental depression and severe isolation. The article reports little agency outreach to this group. You are all very concerned about this group and agree to consider them as a target population for the center's programs.

To begin, you examine the amount of time available. Having only full-time students on staff means that there is only limited staff time to devote to any program. A group that's off campus and isolated compounds the time problem. At this point, then, it seems somewhat questionable as to whether you could put in enough time.

Money is another consideration. You only have $2,000 for the year for the whole center. There is definitely not the money to provide direct services. Perhaps there is enough to fund an indirect approach, for example, printed information of use to those women.

Access is another concern. You need to determine if you have access to the group or they to you. They are very isolated from one another and you. If they had cars they could drive into the center; if you could borrow a car you could drive out to them. Again, initially there seem to be difficulties in this dimension.

Is there staff interest? In this case, it's overwhelming. This group would provide a clear opportunity for grass roots organizing, for getting into the community with real folks instead of working only with liberal students at your institution. So, there is a lot of genuine interest on your part in working with this group.

Another factor to explore is institutional interest. Here, a private four-year exclusive college is not likely to have much interest. Lack of institutional interest means you would have a hard time gaining additional college resources to support a program.

You also need to look at the degree to which your group has the skills to work with this population. It's possible that you have the skills or perhaps you would like to think you have these skills but it may be a little unclear. It also may not be known yet what skills are needed. Also, no one in the group has had real work experience. So, in the skills area it's possible you could work with the population, but it's not clear.

Another question concerns the likelihood of successful outreach. In this instance the problems seem very large and you couldn't predict easy success. It could be a very difficult group for you to be effective in reaching. Age, education and class differences could block outreach.

Does the population have a critical need? This is probably a strong yes. Their needs are critical.

Finally, you want to check other groups' work with this population. Are there agencies working with this group? Not really. It is a group needing attention and intervention.

So, you just had a three-hour meeting to work through your understanding of the probabilities and situation in each of these dimensions. You <u>now</u> have to make your decision. You don't know yet what program might be created for this group. The only decision you're making now is whether this is a population whose needs you are going to attempt to address in some way. Is this population going to be the one you focus on for this year? What would your decision be? The chart (on the next page) displays the considerations discussed here. Remember that at this point you're not talking about what to do with this group. You have to start somewhere and you've started with identifying the population with which you want to work. Even if you're examining and comparing populations you need to decide at this point if this population goes into the final pool.

Population	Time	Money	Access	Staff Interest	Institutional Interest
Poor rural women (problems of poor health; inadequate heat, food; severe isolation; mental depression.	?	not for direct service	difficult	yes	no

Staff Skills	Liklihood of successful outreach	Critical Need	Other Agencies
maybe	? could be difficult group	yes	no

Little agency outreach to this group.)

If, in reviewing the dimensions, you consider access and successful outreach the most critical considerations in selecting a target population, then you would probably say no to this population. If, on the other hand, staff interest and critical need seem most important to you in making the decision, then you would probably say yes, the center should pursue creating some type of program to meet some of this group's needs. You might believe that staff interest was most important, but that a yes decision could only be made if there was the potential to have adequate resources. In that case, criteria of time, money and institutional support would probably lead you to reject this group as the focus for your center's programs. The dimensions you consider to be the most important and the ones you pay the most attention to will be the basis for your decision.

It's a lot easier to make a decision and have a discussion in a group when you

can focus it on the bases for disagreement. For example, there might be disagreement because you're paying more attention to the issue of money while someone else is paying more attention to the issue of staff interest. The two of you are not disagreeing over whether there is a critical need. Once you understand this, you can talk about those two dimensions and their relative merit with regard to this population. This produces a clearer discussion than what often tends to happen: in the face of disagreement each party begins to support her position, which usually means more descriptions of the needs and of possible programs, when the needs and program solutions are not at issue. To the extent you can identify the basis for your decision--the things that you will consider and the various rankings of these different considerations--it will be easier to have a discussion and make a clear decision.

Chances are you will have to make this type of decision early in the process of program development. It is important to remember you can always remake it. You might get to the next stage of more fully exploring the needs or to the point of brainstorming program ideas and then find that time and money constraints cannot be overcome and that you now have to reconsider your initial decision to work with a given group. You can always remake a decision and ought to in the light of new facts or situations. That may seem like a truism, but often people feel that decisions cannot be changed. Some decisions shouldn't be opened up for discussion lightly, but any decision can be changed.

Presenting Needs Information

If you're writing a proposal for funding whether within your institution or to an outside group there are some criteria to keep in mind in talking about needs. One is to narrow down your statement of the problem or needs statement to something that you can hope to accomplish. Don't overkill.

A second thing to keep in mind is to document the problem. Don't take for granted that everyone is familiar with things you may take for granted. It is amazing what people do not yet know about women's issues, problems and needs. So, don't assume anything. In a conversation with someone you can check to find out

how much they already know, but in a fixed written proposal it's much safer to briefly hit all the major points.

If you're going to use statistics, one or two statistics that are really striking will be very powerful. These can be remembered and reused in conversation. They'll stay with the reader. Tables, charts and large quantities of statistics probably won't be read and may not do you any good.

It is important also that you make a logical connection between your group and the group whose needs you are going to be dealing with. And, finally, state the NEED and not the SOLUTION. The need is for self-confidence not for assertiveness training. Assertiveness training may be one avenue toward increased self-confidence but there may be at least five other possible solutions. If you define a need in terms of one of those solutions, assertiveness training, you have not even bothered considering the other four.

PROGRAM OBJECTIVES

The words goals and objectives seem to have found their way into everyday life. But like many words, they are often used without much attention to the range of meanings attached to them. In order to make communication clearer among the members of your staff working on this section, objective, here, will be defined as a specific measurable outcome.

OBJECTIVE = a specific measurable OUTCOME

A program objective does not say what you are going to do. Rather, it describes the result of your work in terms of changes in the group/population involved in your program. The most important word in the above definition is OUTCOME. The objective tells you where you're going. It doesn't tell you how you're going to get there. In other words, the objective expresses the ends while program activities describe the means.

Program Objective = Ends

Program Activities = Means

Examine the following list of statements and identify those which are objectives. Look for the expression of ends rather than means.

a. To provide a workshop on self-help to women students living in all women dorms.

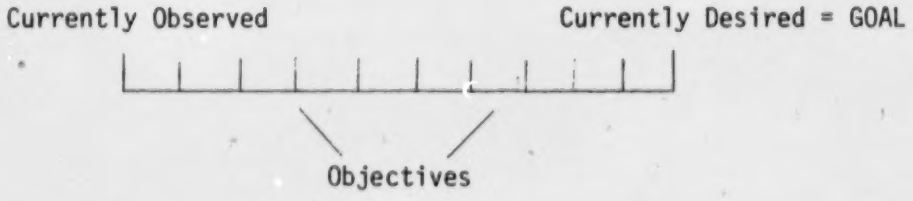
b. To be familiar with the descriptions of cars and persons thought to be unsafe for women hitchhikers.

c. To recognize sexism in the classroom.

d. To train dorm counselors in handling issues affecting women students.

In the above example there are two statements which describe end points and two which describe activities that you, as a staff member, might undertake in implementing a program. It is the first and last statements which suggest program activities. In these cases we don't know what the desired results are. The second and third examples, on the other hand, indicate desired changes in populations, but do not suggest how these changes are to be brought about. These two statements are program objectives.

The other term that is frequently heard is goal. Goals and objectives are related terms, differentiated in one major way: a goal is more general than an objective. Graphically the difference between a goal and objective can be viewed this way:



Objectives are the smaller steps or end points taken on a path to reach the longer-range goals. For example, the above objective, "to be familiar with the description of cars and persons thought to be unsafe for women hitchhikers," might be a small step toward achieving the goal, "to decrease the incidence of rape on campus."

EXERCISE

Take a few moments now and jot down a goal and related objective for a program at your center. Make sure that you have stated an outcome and not an activity. Make sure that your outcome is stated in terms of desired changes for program participants. Share your goal and objective statements with other staff members.

There are several reasons for stating objectives. First, the process of defining objectives works to clarify and focus what's really important. Second, objectives provide a guide for developing activities. That is, once you've identified what you want to have happen, you can weigh competing program ideas in terms of the likelihood of them bringing about the desired outcome. Third, stating objectives makes the decision-making process explicit. For any given need there are many ways to go about meeting it. In stating objectives you are interpreting the need. Examine the following example as an illustration of differing interpretations of the the need.

Currently Observed	Currently Desired
15% of undergraduates have a drinking problem, 5% of these are clearly alcoholic	no alcohol abuse or dependence by any student

Possible Program Objectives

a. Students will develop an appreciation of healthy eating habits.

b. Students will know the long-term physical effects of heavy drinking.

c. Administrators will decrease the availability of alcohol to undergraduates.

d. Students with a drinking problem will identify themselves as having a problem.

By stating various objectives you can examine them to see which one relates most directly to the root of the problem. In the above example, you might consider that healthy eating habits and knowledge of the effects of drinking would be desired changes, but you might also conclude that their lack is not the root of

the problem. If you understood that alcoholism is linked to escaping from reality or responsibilities, then you might determine that the objective, "Students will identify themselves as having a drinking problem," begins to address a core issue. This objective would be selected as a primary one.

Sometimes, after attempting to state objectives you may find that none really address the root of the problem. This conclusion should lead you to new objectives. Other times, you may find that the root of a problem is too difficult to approach. In these instances you must decide if the problem/need is still worth addressing. As in the above example, if you knew from similar programs that the step of acknowledging one has a drinking problem is central, but very difficult, you might feel that such an objective was beyond your resources--personnel, time and funds. In that case you would need to consider whether an alternative objective, such as the one concerning the physical effects of drinking, would be enough of an accomplishment to be worthwhile. If you determined that it would be unlikely to have a significant effect, you would have to re-examine the appropriateness of your group working toward the goal "no alcohol abuse." If you found that you really wanted to be working toward that goal, then you would have to develop other potential objectives. You might take the objectives concerning self-identification as a problem drinker and think of that as a goal. From there you would have to identify the changes a person would go through to be able to make that identification. Your program objective for the first 6 months might be, "students will be familiar with the definition of problem drinking."

Since objectives define the steps to be taken to attain a desired situation, it is important that the objectives be as clear and specific as possible.

Fourth, objectives provide the framework for evaluation. A fair and useful evaluation procedure depends upon a clear statement of the desired outcomes. In evaluation you are attempting to find out the extent to which someone has attained certain levels of knowledge, appreciation, understanding, etc. The objectives specify these end points.

So far, several criteria for developing and selecting objectives have been indicated. One criterion is that an objective should describe an outcome. A second criterion is that an objective should be stated in terms of the client's, audience's or group's learning or change. Another criterion is that an objective should be open to only one interpretation. In other words, it should be as clear and specific as you can make it. Finally, an objective should be relevant to the target population, the women's center and the larger institution.

EXERCISE

Take a few minutes to complete the following:

Current Situation	Desired Situation	Possible Program Objectives
Poor women, single parents, have a higher drop-out rate than any other group (the women cite lack of support and child care, inadequate financial aid and irrelevant course work as causes.	Poor women, single parents obtain the support and services necessary for them to manage staying in school.	

It might help you if you selected a format for listing the objectives. For example,

"At the end of six months, _____ will _____ _____."
target group verb content

Another format is the infinitive verb form,

"To _____ _____."
verb content

In this case the intended group is understood.

After you have completed your list go back and review each objective in terms of the criteria for stating objectives. You might want to compare lists within your group.

PROGRAM APPROACHES AND PROGRAM ACTIVITIES

The beginning point here is an understanding of the differences between a program, a program approach and program activities. The following examples describe all three.

	Example A
Program:	Career Development for Women
Program Approach:	Individual counseling
Program Activities:	Self-guided career counseling workbook for participants to use prior to individual counseling appointment
	Vocational interest/aptitude testing
	Resource library on careers and job market trends
	Individual counseling sessions

	Example B
Program:	Educational Alternatives for Women
Program Approach:	Workshops by, for and about women
Program Activities:	8-week workshops (skills, personal growth, creativity and political issues)
	4-week workshops
	Weekend workshops
	Noonhour workshops on women's health issues, discrimination, returning to school, etc.
	Day long program for graduate student and faculty women on discrimination in higher education

In each of these examples the description becomes more specific as you move toward program activities. The program names the general area in which you're focusing. Program approach identifies primary characteristics of your specific program (e.g., individuals not groups, counseling not workshops, etc.).

Program activities identify the major resources and opportunities created for the target population. Usually a single isolated event, a film, for example, would not constitute a program. Rather it would simply be an event, a one-time activity.

The steps outlined below, which are a part of this phase of program development, can be used at all these levels--selecting a program area, program approach and program activities. You will probably find in working on the various steps that your information and ideas will cross categories. That is, while you're trying to explore program approaches you'll think or hear of interesting activities. Let that happen. As long as you can sort out approaches from activities, you will be able to make informed decisions. The most important thing is to remember which decision you are in the process of making.

The five major steps in selecting program approaches and program activities are:

1) identifying as many ways as possible of achieving the objective;
2) gathering information on how others have met or attempted to meet the need;
3) identifying criteria to use in selecting the approach or activities;
4) screening the possibilities through the criteria;
5) selecting the program, program approach and activities you will implement to reach the objectives.

As stated above, these five steps apply to each of the three decision areas: programs, program approach, and program activities.

In a group setting a productive method of identifying ways of achieving the objective might be brainstorming. The basic rules of brainstorming--any idea is worth saying and hold all critical comments--promote an atmosphere conducive to creative and wide-ranging ideas. Another helpful rule to use in brainstorming is that when the group thinks it has recorded everything it can think of, don't proceed until at least two more ideas come up. The central purpose of brainstorming in this phase of program development is to move beyond one's first and familiar ideas. You may well come back to those, but they shouldn't be your lim. ts when you're starting out.

Below is a sample product of a brainstorming session. The objectives upon which the brainstorming was based are noted.

Sample Brainstorming

Goal: Women will value their independence

Objectives:
To know ways in which one is independent
To know ways in which one is dependent
To increase one's independence
To increase one's feelings of self-confidence

Brainstorming: Program Areas

Personal Identity Development
Career Development
Educational Planning/Development

Selected: Career Development

Brainstorming: Program Approaches for Career Development

individual counseling
career workshops
job placement
group counseling
referral
job development
career information
career role models

Selected: individual counseling

Brainstorming: Program Activities for Individual Counseling

counseling in dorms
training dorm counselors to provide career counseling
individual counseling in selecting careers
individual counseling in writing résumés
providing information on job market trends
materials that would take the place of a counselor
testing for aptitude
testing for interests
training career counselors in other campus agencies to be non-sexist in handling women clients
limited number of individual sessions
unlimited number of individual counseling sessions
peer career counseling
individual career advisors - women in various professions act as counselor/advisor to a woman interested in that field

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The second step, researching others' attempts to meet similar needs, will provide data to supplement and screen the ideas generated in the brainstorming. At a minimum you should be aware of what's happening on your own campus. You should know who else is responsible for meeting the needs of the groups you've selected. You should be familiar with programs working in the same program area even if their focus is another group. These agencies or individuals may have very helpful information about what works and what doesn't. By understanding how what you propose to do differs from what is currently being done, you can handle questions from potential funders concerning duplication of existing programs, and you can address concerns of "rival" agencies as to your moving in on their territory.

Beyond your own campus it can be important to contact people and organizations in the local community or state to gather information on successful and unsuccessful programs. At the national level, clearinghouses like ERIC (Educational Research Information Clearinghouse), and indexes like the Current Index to Journals in Education or Dissertation Abstracts can provide useful information on programs in

other parts of the country. NEXUS, a telephone referral people bank, also tries to connect people working in similar areas.

In sum, the message at this stage is to ask people about their experiences, ideas and opinions. A new, untried idea is a rare thing. And most people appreciate being asked about their experiences and enjoy being helpful. These three factors can work to your advantage in trying to set up a successful program.

The next stage, selecting criteria to use in deciding on a program approach or program activities, is critical. Having criteria will greatly ease the process of weighing alternatives, since the criteria provide a clear framework for doing so. Those making the decisions should select the criteria to be used in the decision-making process. However, there are several fairly standard criteria that should always be considered for inclusion.

One criterion is practicality. Any approach or activity needs to be reviewed in terms of time, space, materials, staff availability and costs.

Another consideration is the likelihood of the activity leading to the stated outcome. For example, if your objective was to increase poor women's access to higher education and your activity was to hold a series of day-long information fairs and workshops at the university or college, you would have to examine whether that activity would in fact promote greater access, or would the activity be as inaccessible as the higher education institution itself. In screening activities or approaches through this criterion, it is often better to consider activities in groups. While one activity alone might not bring about the desired outcome, several in combination might.

Comprehensiveness is a third criterion. The question here is whether the scope of the activities is as great as the scope implied by the objectives. If you state major changes you're going to need a large program.

A fourth consideration focuses on the appropriateness of a given activity in terms of the target population's sex, race, ethnic, socioeconomic background, etc. This criterion requires that you know or seek out enough information on a selected group in order to create activities to which that group can respond. For example, when students and faculty at one institution began developing plans for a women's studies program they called themselves the Feminist Studies Planning Group. Invitations to join the group were sent to many Third World women, including many who had expressed an interest in women's issues. The learning for that planning group was that if they wanted Third World women's participation, they couldn't name themselves in a way that was seen as excluding Third World women. "Feminist" is an unacceptable term for many Third World women and to label an activity "feminist" may be interpreted as saying to those women that they are not invited.

One final consideration is the projected impact of an activity on other organically related areas. If you were to offer a workshop on assertiveness training and the continuing education department offered a similar workshop, your activity could affect enrollment in theirs. You need to decide whether this consequence is acceptable or unacceptable. Similarly, if you developed and implemented a program on counseling skills in the dorms, a group likely to be affected by that program would be the current heads of residence and dorm counselors. Before deciding to pursue your program you should take into account the impact of your program on others.

The following chart weighs the various ideas suggested in the brainstorming of program activities. Note in the chart that reviewing the various activities in terms of each criteria does not lead to an automatic decision.

Possible Program Activities:	Criteria				Other considerations?
	Practical? (time, space, staff, cost)	Lead to stated outcome?	Appropriate to population's background?	Impact on other related areas?	
Counseling in dorms by women's center staff	-time-consuming -scheduling problems likely -space unknown	-not alone -only hits undergraduates	-yes they're used to services in dorm -some may have reservations about any type of counseling -inappropriate to those who have rigid sex-role orientation	-would need head of residence approval -might set precedent for other student services -might be seen as infringing on campus placement office	
Existing dorm counselors provide career counseling	-less women's center staff required -staff skills in training counselors needed but not available	-not alone -only reaches undergraduates	-may be easier for students to approach peers -inappropriate for those with rigid sex-role orientation or reservations about any type of counseling	-dorm counseling training program -dorm counselors -campus placement office	
Individual community and campus career advisors (i.e., women working in different fields)	-no cost for career advisors-staff time only to recruit and refer -seems practical if there are women willing to volunteer as advisors	-not alone-though role model and information a good combination -only reaches women who have a specific interest	-would depend on career advisors backgrounds	-campus placement office, but not in major way	-could be a model for campus
Aptitude and Interest Testing	-staff lack testing skills -tests cost money	-not alone -tests can be misinterpreted by clients -tests can reinforce sex roles	-appropriate for those who need external justifications, etc.	-campus placement already provides service	

SELECTING PROGRAM ACTIVITIES, cont.

Possible Program Activities:	Criteria				
	Practical? (time, space, staff, cost)	Lead to stated outcome?	Approaches to population's background?	Impact on other related areas?	Other considerations
Individual counseling by women's center staff member in women's center	-requires staff time, salary, counseling space in center	-not alone -one-to-one would allow for issues of independence and self-confidence to be addressed -counseling could be available to women on campus and in community	-probably appropriate for those who would self-select to come -not appropriate to those with rigid sex-role orientation -not appropriate to those who fear counseling or professionals	-campus placement	

Exercise

With several other women from your center try to reach a decision as to which of the program activities described in the brainstorming you would choose to implement. Keep your discussion focused on the criteria for selecting program activities.

Exercise

Take a program in your center and label/categorize the program, program approach and program activities that currently exist.

Next, try to identify the need the program is addressing.

Then, see if you can determine the goal(s) or objectives that the program is working toward.

Finally, try brainstorming other programs, program approaches and program activities. Does this lead you to any new program objectives?

EVALUATION

The Women's Educational Equity Project training did not include evaluation due mainly to limited time. As a result evaluation is not included in these materials. While there are many books available on program evaluation, most are not very useful to the practitioner with no evaluation experience. If you're interested in learning about how to evaluate your center's programs, you might check around your own campus. Schools of Education often have programs in evaluation and you might find someone who could provide some training or at least information to your staff. Sometimes major administrative units have someone on their staff who is knowledgeable about program evaluation. That person might be able to work with your center.

If you do decide to look for someone to help you with program evaluation here are some things to keep in mind.

1. Evaluation has come to have some nasty connotations for many of us. Evaluation does not mean a judgment. One very appropriate approach to evaluation is to see it as providing information to improve your decision making, not to prove that a program is good or bad. If you don't like an approach that an evaluator takes, don't reject the notion of evaluation. There are different definitions and purposes in the field of evaluation. All approaches may not be appropriate for your needs.
2. If someone should implement an evaluation program for you, remember that the decision makers and not the evaluator should have the power to determine what information is needed. The role of an evaluator or evaluation is to provide you with the information you need.

SUMMARY

The program planning process described in these materials can be very time consuming and often frustrating. The process tends to require that we be more precise and clear than most of us are used to. Also, categorizing and differentiating--needs from solutions, objections from activities--don't usually seem the most important or rewarding work. However, there are rewards for incorporating at least some of these processes into a center's program planning. One benefit is that this type of planning is excellent preparation for defending a budget request. Second, it affords many opportunities for contacting other groups with whom liaison or collaboration or just the information

sharing called for in the program development process might be important. A third benefit is that more rigorous program planning does call for a careful review of priorities--programs don't necessarily get maintained just because they've been done in the past.

In whatever way you are able to use these materials, do so. Find the questions or steps or criteria that seem most immediately useful and start there. The important thing is to start using as many tools as we can to increase our effectiveness.

APPENDIX:

MATERIALS RELATING TO THE UMASS WORKSHOPS

SCHEDULE

MONDAY	
9:00 - 10:30	INTRODUCTION AND ORIENTATION--Kathryn Girard
10:30 - 1:00	POWER AND LEADERSHIP--Carol Drexler
12:30 - 1:30	L U N C H
1:30 - 3:30	POWER AND LEADERSHIP--Kathryn Girard
3:30 - 4:00	B R E A K
4:00 - 6:00	ORGANIZATIONAL ISSUES--Joan Sweeney
TUESDAY	
9:00 - 12:00	ORGANIZATIONAL ISSUES--Joan Sweeney
12:00 - 1:00	L U N C H
1:00 - 5:30	PROGRAM DEVELOPMENT--Kathryn Girard
5:30 on	DINNER AT COMMON WOMON
WEDNESDAY	
9:00 - 12:00	BUDGET--Juan Garcia, Polly Lukens, Joan Sweeney
12:00 - 1:00	L U N C H
1:00 - 3:00	BUDGET--Juan Garcia, Polly Lukens, Joan Sweeney
3:30 - 6:00	FUN IN THE WOODS--Pat Griffin
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THURSDAY	
9:00 - 11:00	PROGRAM DEVELOPMENT--Kathryn Girard
11:00 - 1:00	BUDGET--Juan Garcia, Polly Lukens, Joan Sweeney
1:00 - 2:00	L U N C H
2:00 - 5:30	COMMUNICATION SKILLS--Fern Johnson
*	
FRIDAY	
9:00 - 11:15	SIMULATION WITH ADMINISTRATORS--Robert Woodbury, Fred Preston, Sally Freeman, John Hunt, Cheryl Phillips, Nancy Kane, Joan Sweeney, Kathryn Girard Third Floor Whitmore
11:30 - 1:00	SEMINAR WITH ADMINISTRATORS--Robert Woodbury, Fred Preston, Sally Freeman, John Hunt Whitmore Board Room
1:00 - 1:30	L U N C H
1:30 - 3:30	EVALUATION AND FEEDBACK

* On Wednesday and Thursday evening, a room in the Campus Center will be reserved for those groups who need/wish to work on developing their programs. Whether these are free evenings or work evenings will depend on each group's progress during the day.

All sessions take place in the Campus Center, Room 811-815, unless otherwise noted.

The training sessions will include workshops on: program planning, budget planning and negotiation, communication skills, leadership in women's organizations, organizational issues, collaboration and strategies for minimizing resistance and maximizing support.

Some of these sessions will call upon participants to discuss their own and their center's experiences. In other sessions participants will suspend the constraints of their own situation to work within the framework of a case study of an institution of higher education. Participants will be able to choose between two case studies: one, a small private rural liberal arts college; the other, a large university. The case study approach will be used in the program planning, budget and simulation sessions.

Each of the workshops is described below.

PROGRAM DEVELOPMENT SKILLS

Five-and-one-half hours of the training are devoted to this topic, which includes the identification of needs and the selection of objectives and program methods. Depending on time, program evaluation may also be included. As part of this program-planning sequence participants will study a description of an institution and its women's center and develop a new program for that center. This work will provide the basis for work during the budget session and will serve as the proposal to be presented to an administrator during the simulation.

BUDGET INFORMATION, DEVELOPMENT AND NEGOTIATION

Because financial support for programs is, in the end, essential, an entire day of the training will be devoted to skills and information important in securing that financial support. Part of the day will be spent examining budget approaches that institutions use, the kinds of money that different types of institution

have to work with, and how that information can be used by a center in determining how much money to request, from whom, when, and in what format. Budget ploys and the advantages and disadvantages of various strategies will also be explored. Participants will then be asked to develop a budget request for their women's center, using the program they've developed in the program-development skills session and the institutional case study. Participants will have an opportunity to role play presenting their budget and program proposal in preparation for the simulation with administrators.

SIMULATION

Participants will present and negotiate for funding their program and budget proposal. They will make their presentations in small groups to a UMass administrator. Prior to the meeting, participants will have identified, using information from the case study, the title and organizational responsibility of the administrator they are to meet with. The UMass administrator will take on the designated role or position. The group will have approximately 45 minutes for its meeting with the administrator. There will then be approximately 30 minutes for analyzing what happened during the simulation. The administrators and trainees will share perceptions of effectiveness, strategies, communication skills, etc.

RESISTANCE AND SUPPORT

In this session participants will examine ways to minimize resistance and maximize support for women's programs. Assumptions about others' attitudes, the existence and strength of adversary relationships, issues of power and politics on college/university campuses will be examined. Specific strategies will be suggested.

COLLABORATION

Participants will: 1) explore the value of collaboration; 2) review techniques for participating productively in collaborative ventures; 3) develop criteria

for determining when to collaborate and when not to. Issues of autonomy, visibility, efficiency and effectiveness will be discussed.

COMMUNICATION SKILLS

Since obtaining administrative and fiscal support is largely a matter of persuading someone to provide you with what you request, this session focusses on the skills needed to negotiate successfully a persuasive interview. Participants will look at defensive and open communication patterns, observe the effects of different verbal and nonverbal styles. Specific techniques to prepare for going into such an interview will also be shared.

LEADERSHIP

Leadership in women's groups is often problematic. Sometimes the notion of leadership is totally rejected and this leads to problems. Other times issues arise because members of a group are unable to take on effective leadership behaviors. In this session leadership will be examined as a set of behaviors that anyone can learn and that all members of a group may share. Leadership behaviors that promote open communication and effective functioning will be contrasted with leadership styles that can be dysfunctional in a collaborative or consensual group.

ORGANIZATIONAL ISSUES

Issues around accountability, membership, hiring and firing, decision making, power, skills sharing and information sharing often surface in collaborative and/or nonhierarchical groups. In this session, participants will have the opportunity to identify organizational issues of concern to their group and enlist the aid of one another as well as the facilitator in generating alternative solutions.

ADMINISTRATIVE SEMINAR

The administrators participating in the simulations will conduct a seminar on the hows and whys of administrative decision making. Topics covered may include power, politics, strategies for obtaining different types of support, administrative

dodges, women in leadership positions, as well as any issues generated by the simulations or raised by the trainees.

FUN IN THE WOODS

This session will take place outdoors. It will provide participants with a nonintellectual experience of cooperation, collaboration, leadership behaviors, etc. In addition, it should be fun.

CONTENT OUTLINE FOR WORKSHOP ON PROGRAM DEVELOPMENT SKILLS

1. IDENTIFYING NEEDS

   A. What's a need?
      1. lack of something desirable
      2. gap between what we OBSERVE and what we DESIRE
      3. does not include solution

   B. Process of identifying needs
      1. gathering facts about the existing situation
      2. asking key questions
         a. who are we talking about
         b. who needs what
         c. who contributes to the need
         d. who should be meeting the need
         e. what's the root of the problem

   C. Importance of identifying needs or stating the problem
      1. check to see that you're addressing what's important
      2. check to see if effective use of resources

   D. Ways of identifying needs
      1. literature and research
      2. local, regional and national statistics
      3. demand for services
      4. surveys and interviews
      5. needs creation

   E. Whose needs should you consider?
      1. who makes up potential target population
      2. which group is most important to you
      3. which needs seem most critical
      4. which group's needs are already addressed by another agency
      5. which group are you likely to reach successfully
      6. time, money, staff characteristics, institutional mission will all influence
      7. answers to these questions don't give an answer only information to use in making decision
      8. point is to consciously process your decisions

   F. When to identify needs
      1. can be the place you start
      2. can be done at any point

   G. Criteria to use in focussing needs identification or writing problem statement
      1. keep problem scope narrow
      2. document the problem
      3. use only key statistics
      4. make connection between your center and the problem
      5. make sure you're not stating the solution

CONTENT OUTLINE FOR PROGRAM DEVELOPMENT

II. Program Objectives

A. What is a program objective?
1. specific, measurable outcome of program
2. does not say what you're going to do
3. important idea is OUTCOME
4. confusion of ends with means

B. Why state objectives?
1. help to clarify and focus on what's important
2. provide guide for developing materials/activities
3. process of conscious decision making
4. in stating objectives you interpret the need
5. define steps toward the desired situation
6. objectives provide the framework for evaluation

C. Criteria for developing objectives
1. should describe an outcome/result
2. open to one interpretation
3. should be achievable
4. should be relevant to the institution, center, population

III. Program Activities

A. This includes:
1. brainstorming
2. information gathering
3. identifying criteria to use in selecting approach
4. screening possibilities through criteria
5. selecting methods to reach the objectives

B. Suggestions for identifying alternatives
1. push beyond first thoughts
2. let ideas incubate
3. use variety of sources for researching
   a. others on campus
   b. national sources

C. Criteria to use in selecting methods
1. practicality
2. will it lead to the outcome
3. appropriate to the target population's background
4. affect upon organically related areas